



# California Commission on Teacher Credentialing Newsletter

Volume 15, Number 2

Winter 2003

## Commission Approves Plan to Expand Availability of Intern and Pre-Intern Certificates

### *Placing Candidates on the Appropriate Credential Document*

The California Commission on Teacher Credentialing has approved a plan to discontinue the practice of issuing an emergency permit to individuals who qualify for an Intern Certificate provided their employing school district submits a plan to provide classroom support, supervision, and assistance that meets the requirements of the federal No Child Left Behind Act. Under the proposed change in policy and practice, these individuals could serve on an Intern Certificate while completing a teacher preparation program. This process would more accurately reflect the number of California teachers who are "highly qualified" and reconcile teacher qualifications under state and federal law.

The Federal No Child Left Behind Act (NCLB) requires that new teachers hired to teach core academic courses in Title I schools after July 1, 2002 be "highly qualified." NCLB also requires that all teachers teaching in core academic subjects (i.e. English, reading or language arts, mathematics, science, social sciences, arts), be "highly qualified" by the end of the 2005-06 school year. Federal guidelines state that teachers who have earned an academic degree and who meet subject matter requirements

can be considered "highly qualified" if they are enrolled in an alternative teacher preparation program that provides classroom support, supervision, and assistance. Interns in California meet these requirements.

The California State Board of Education (SBE) is responsible for developing California's plan to comply with all NCLB requirements. Discussions continue between the SBE and the United States Department of Education (USDOE) concerning California's plan to meet NCLB requirements regarding "highly qualified" teachers which is due in May of 2003. However, based on guidance regarding "alternative certification" issued by the USDOE, it appears that individuals serving on an Intern Credential meet the requirements for NCLB. To qualify for an Intern Credential a candidate must: hold a bachelor's degree and have passed the California Basic Educational Skills Test (CBEST), satisfied subject matter requirements, satisfied teacher fitness requirements, and be enrolled in a teacher preparation program. Under NCLB, candidates must complete the alternative certification program within two years.

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# Message from the Chair, Carol Katzman



I am honored to have been elected as Chair of the California Commission on Teacher Credentialing for the 2003 term. I look forward to a year of new accomplishments and to furthering the Commission's vision to "ensure that those who educate the children of this state are academically and pro-

fessionally prepared." The year 2003 promises to be an exciting one. Several of the Commission's long-term projects will be completed and ongoing programs continue to thrive.

Having been involved in the field supervision of candidates for the Administrative Services Credential, I have been pleased to see the rapid progress the Commission has made in revising, updating and reforming Administrator preparation. Through reform Legislation, (SB 1655, Scott 2002) authorizing alternate routes to the credential and allowing school districts to "grow their own" administrators through accredited state programs, the Commission set the stage for the revision of the preparation standards and a restructuring of the credential. I am pleased to announce that the Commission-adopted Educational Testing Service Exam, the "School Leaders Licensure Assessment", was administered for the first time on January 11, 2003 with sixty-one participants at two locations. Those who pass this challenging national exam and who meet the prerequisite experience and credential requirements will be eligible for a preliminary Administrative Services Credential. Once in an administrative position, the individual will complete requirements for a professional clear credential through one of several mentoring and assessment options.

The Commission's multi-year teacher preparation reform program is firmly rooted with thirty-four programs now

operating in compliance with new standards and the remaining programs scheduled for full implementation by next fall, 2003. In addition, The Teaching Performance Assessment will be a part of all programs by next fall and candidates will need to pass this field-based assessment prior to earning a preliminary multiple subject or single subject teaching credential.

The wonderful alternative programs supporting prospective teachers continue to do well. The Paraprofessional Teacher Training Program, which supports teaching assistants through earning their college degree and completing teacher preparation, has 1,515 participants who bring experience and a connection to the community that enriches classrooms and the lives of students. Nearly 10,000 individuals participated in the Pre-Internship Program this year to receive support in subject matter preparation and in basic classroom skills such as classroom organization and classroom management. Many participants in the Paraprofessional Program and the Pre-Intern Program move on to become Interns as they complete their teacher preparation programs. There are currently over 8,000 intern teachers in this program.

Adding to the many opportunities for prospective teachers, teaching candidates who know early in their college careers that they want to teach, undergraduate programs are available that integrate the candidate's degree subject area with teaching methodology and field experience in schools. Candidates earn a degree and a teaching credential and come to the classroom with a variety of experiences in public school settings.

California's efforts have resulted in an increase in the number of candidates earning teaching credentials and a decrease in the number of emergency teaching permits and credential waivers. At the same time, the Commission continues its foremost commitment to maintaining high quality across all options in teacher preparation to "ensure that those who educate the children of this state are academically and professionally prepared."

# Message from the Executive Director, Sam W. Swofford, Ed.D.



Even with the state of California's budget, education and well-prepared teachers are the uppermost priority to the citizens of this state. Budget cuts will go deep this year and no school district or state education agency is immune. The challenge

before all of us is how best to use the resources we have to continue to serve students effectively. In the case of the Commission, we are tightening our belts and examining new ways to accomplish our goals. Phases I and II of the Commission's technology initiative have been completed just in time to help ease some of the credential renewal processing load. Additionally, we hope to have fewer routine look-up calls now that individuals and school district personnel can find information on line. I'm pleased that the Commission will be able to continue Phase III of the technology plan to increase on-line credentialing.

To save on postage, our staff is making greater use of the Internet and posting items on the list serve. We find that the Internet also helps save printing costs. For example, this newsletter is now available on the Commission's Website and to subscribers of the Commission's list serve. If you would like to sign up for the list serve, just follow the directions included here.

*To subscribe to the Commission's list serve, send an e-mail to [cctclists@lists.ctc.ca.gov](mailto:cctclists@lists.ctc.ca.gov) with "Subscribe newslst" in the subject line. If you have problems contact the list server administrator at [cctclists@ctc.ca.gov](mailto:cctclists@ctc.ca.gov).*

To save on travel, our staff will conduct more workshops via video-conference technology. You'll still see the staff at the Spring Credential Workshops – but some of you will see them on TV instead of in person. Many of our credential program review teams are coming together in virtual meeting rooms instead of in our Sacramento office.

Each division at the Commission has slashed its budget to the "bare bones" and kept only the key, statutory responsibilities moving forward. We like to say that this is an opportunity to sharpen our focus and to highlight our goals in a positive way.

Of course, like all state agencies, the hiring freeze has affected operations – that simply can't be helped. We ask your forbearance if you find that you are waiting a little bit longer for responses to your information requests. We promise to get back to you as quickly as we possibly can.

Education agencies, county offices of education and school districts across the state face the same budget challenges. It is a storm to be weathered. However, through our cooperative efforts, I'm sure we can make the best of it and continue to serve California's school children to the best of our ability.

**The challenge before all of us is how best to use the resources we have to continue to serve students effectively.**

# Commission Elects Chair and Vice Chair for 2003 Term



**Carol S. Katzman**, a longtime Commissioner and retired teacher and administrator, was elected Chair of the California Commission on Teacher Credentialing for the 2003 term. The Commission also re-elected Lawrence Madkins, Jr., a middle school humanities

teacher from Poway Unified School District, to serve an unprecedented third term as Vice Chair.

Ms. Carol S. Katzman has a wealth of experience in education, with over thirty years of experience at the local and state level. Ms. Katzman taught for several years and was Assistant Superintendent of Beverly Hills Unified School District. She also played a key statewide role in improving reading curriculum and children's health. Ms. Katzman's numerous awards include the Beverly Hills Education Apple Award and the Distinguished Community Service Award from the Maple Center. She has written numerous books on children's education and health.

Ms. Katzman earned a Bachelor of Arts degree from the University of California, Los Angeles and a Master of Arts degree from California State University, Northridge. She holds credentials in elementary teaching and school administration. Ms. Katzman was appointed by Governor Davis to serve as a public representative on the Commission.



When accepting her new position, Chair Katzman stated, "Every student in California deserves a competent, caring, and fully prepared teacher and we will continue our ground breaking work to ensure rigorous standards and accountability."

**Lawrence H. Madkins, Jr.** teaches humanities at Bernardo Heights Middle School in the Poway Unified School District. Vice-Chair Madkins earned a degree in agricultural education from Prairie View A&M University (a member of the Texas A&M University System) and completed the teacher education program. After serving in the United States Army Medical Service Corps he completed graduate studies in curriculum and instruction at Incarnate Word University in 1975. Vice chair Madkins is listed as an outstanding educator in "Who's Who Among America's Teachers", and was nominated for the Disney American Teacher of the Year Award. Mr. Madkins holds a social science teaching credential from San Diego State University. He was selected by Governor Davis to represent teachers on the Commission.

In his acceptance speech, Mr. Madkins shared the Edward Everett Hale quote, "I am only one, but I am still one. I cannot do everything, but still I can do something; because I cannot do everything, I will not refuse to do whatever I can do."



# Commission Welcomes Two New Ex Officio Members

The California Commission on Teacher Credentialing welcomed two new Ex Officio members at its February 5-6, 2003 meeting. **Dr. Sara Lundquist** will serve as the representative appointed by the California Postsecondary Education Commission and Ms. Athena Waite will represent the Regents of the University of California.



Representing the California Postsecondary Education Commission, **Dr. Sara Lundquist** brings a wealth of experience in higher education. She has served as Vice President of Student Services for Santa Ana College since 1992, and has served in various capacities at the college since 1979. In addition to her responsibilities in Student Services, Dr. Lundquist is the Director of the Santa Ana Partnership providing leadership, facilitation, and collaborative support locally and nationally to K-12, Community College, California State University and University of California partnership work in the greater Santa Ana area. Adding to her busy schedule, Dr. Lundquist also serves as an Adjunct Professor at the University of California, Irvine teaching graduate courses in Educational Finance and Educational Policy.

Dr. Lundquist is a member of the California Community Colleges, Chief Student Services Officers Association and was a Commissioner on the City of Santa Ana Human Relations Commission. She was awarded the Civic Leadership Recognition Award by the City of Santa Ana for her outstanding work in advancing higher education opportunity in January, 2003 and was the recipient of the Hispanic Educational Endowment Foundation's Apple of Gold award in 2001. In the year 2000 she was honored by the Associated Students of Santa Ana College with

the Outstanding Contribution to Student Life award.

**Ms. Athena Waite**, representing the Regents of the University of California, possesses an extensive knowledge of teacher education and has been an active participant in numerous Commission activities.



Currently the Director of Teacher Education at the University of California, Riverside, Ms. Waite previously served as that institution's Director of Special Education Credential Programs. Ms. Waite began her career as a teacher of elementary and special education students in the Oakland Unified School District.

Ms. Waite has contributed greatly to the Commission's work, having served on the SB 2042 Panel for Reorganizing Multiple and Single Subject Teaching Credentials, as a member of the Reading Certification Review Panel, as a member of the Board of Institutional Reviewers, and as an alternate on the Commission's Committee on Accreditation. Additionally, she has contributed as a special education expert in focus groups for the Beginning Teacher Support and Assessment Program, served on the Riverside Unified School District's Para-Professional Career Ladder Steering Committee, and on the Special Education Local Plan Area Coordinating Council. Ms. Waite is also a certified Trainer of Trainers for the California Formative Assessment and Support System for beginning teachers. She recently received the "Women Who Make a Difference Award" given by the University of California, Riverside Chancellor's Advisory Committee on the Status of Women.

### Expanding Intern Certificates

Commission staff reviewed current certification practices to ensure that all teachers who currently meet the requirements of NCLB are authorized to be in the classroom on the basis of the most appropriate certification document. Additionally, staff looked at ways to preserve California's successful teacher preparation pipeline, a necessity in the face of the NCLB requirement to place a "highly qualified" teacher in every classroom by a date certain. During this review it became apparent that a large number of individuals who were eligible to enroll in an intern program were in fact serving on emergency permits. Commission records also indicate that a number of emergency permits are issued to persons who have satisfied the NCLB criteria and, in some cases, have completed most of their credential program.

One of the issues that school districts will need to address under NCLB is ensuring that all interns receive appropriate support, instruction, assistance and supervision. Under the Commission's approval, the employing school district must document, as part of the application process for the Intern Certificate, that a plan has been developed and will be implemented to provide such support. The Commission is requiring a written agreement between the candidate, the employing school district and the sponsor of the preparation program in which the candidate is currently enrolled. The agreement will include an assurance that the candidate would receive appropriate instructional supervision and there will be a support plan in place and implemented as the individual progresses through the teacher preparation program. Programs and districts will be required to delineate which entity is responsible for each facet of the outlined support program and each entity will be required to verify acceptance of these responsibilities prior to issuance of the document. As part of the agreement, can-

**This process would more accurately reflect the number of California teachers who are "highly qualified" and reconcile teacher qualifications under state and federal law.**

didates will be required to formally enroll in an approved program of professional preparation and to make satisfactory progress toward earning a credential.

### Preserving the Pre-Intern Pipeline

California has established a successful teacher development pipeline for recruiting and preparing teachers. Existing teacher development programs administered by the Commission represent a pipeline that has heretofore enabled the state to address the demand for additional teachers, especially in hard to staff schools. Commission staff is currently evaluating these programs to determine the extent to which they can be used or modified slightly to enable districts to satisfy the requirements of NCLB.

The State Board of Education is the state agency responsible for implementing NCLB.

The SBE may make a determination in the coming months that individuals participating in California's Pre-Intern Program do not meet the NCLB subject matter competency requirements. Pre-Interns have been an important part of California's teacher preparation pipeline. In the initial four years of implementing the Pre-

Intern Program, California has been successful in assisting additional teachers in the state to meet subject matter requirements. Commission data clearly show that teachers recruited through the Pre-Intern Program stay in the classroom, and that these new teachers reflect the diversity of California. Thus, the Commission proposes to encourage representatives of the K-12 community, particularly individuals from school districts that will be most affected by NCLB, to develop options for bringing the Pre-Intern Program into compliance with NCLB. Such options would include reconfiguring the programs to offer intensive subject matter preparation prior to an individual's assignment as the teacher of record either as an intern or as a fully credentialed teacher.

# School Leaders Licensure Assessment Provides Alternative Route to Administrative Services Credential

Implementing its goal to provide multiple routes to credentials, the California Commission on Teacher Credentialing has adopted a national assessment for school administrators. Passing the School Leaders Licensure Assessment (SLLA), administered by Educational Testing Service (ETS), is now an option for obtaining a California Preliminary Administrative Services Credential. Authorized by the Commission-sponsored bill, SB 1655 (Scott, Chapter 225, Statutes of 2002), the exam option allows individuals to demonstrate their administrative knowledge, skill and ability to earn an Administrative Services Preliminary Credential.

Individuals must meet the prerequisite requirements: possessing a California teaching or services credential; verifying three years of teaching or service experience; and showing proof of a passing score on the California Basic Educational Skills Test. Teachers who have gained administrative experience through special assignments or individuals who have administrative experience in other fields and who have gained the knowledge needed by school administrators, are prime candidates for the assessment route. In 2001, another Commission-sponsored bill, SB 57 (Scott, Chapter 269) enabled teaching candidates to challenge teacher preparation coursework based on demonstrated competency through an assessment route included in an expedited internship program.

The first administration of the SLLA was on January 11, 2003. Sixty-one individuals participated in the six-hour

assessment. Information regarding future exam dates, times and places is available on the Commission's Web Site at [www.ctc.ca.gov](http://www.ctc.ca.gov).

## Action Plan for Administrator Preparation Reform

Administrator preparation reforms are on track with the March, 2002 adopted Action Plan. At its December 5, 2002 meeting, the Commission acted to further the completion of its reform plan for Administrative Services Credentials. In doing so, the Commission approved the following four reform actions. The Commission voted to:

- Authorize staff to circulate draft standards for preliminary administrative services credential programs for field review and input;
- Adopt a new structure for professional administrative services credential activities and requirements to focus on mentoring, support and assistance;
- Direct staff to initiate the process for Title 5 Regulation amendments to establish the proposed structure for professional administrative services credential activities and requirements; and
- Adopt the School Leaders Licensure Assessment to serve as the examination option for obtaining the California Preliminary Administrative Services Credential.

The draft program standards are aligned with national standards for school administrators, thus making it easier for administrators from other states using the national standards for licensure to serve in California schools.

**...the exam option allows individuals to demonstrate their administrative knowledge, skill and ability to earn an Administrative Services Preliminary Credential.**

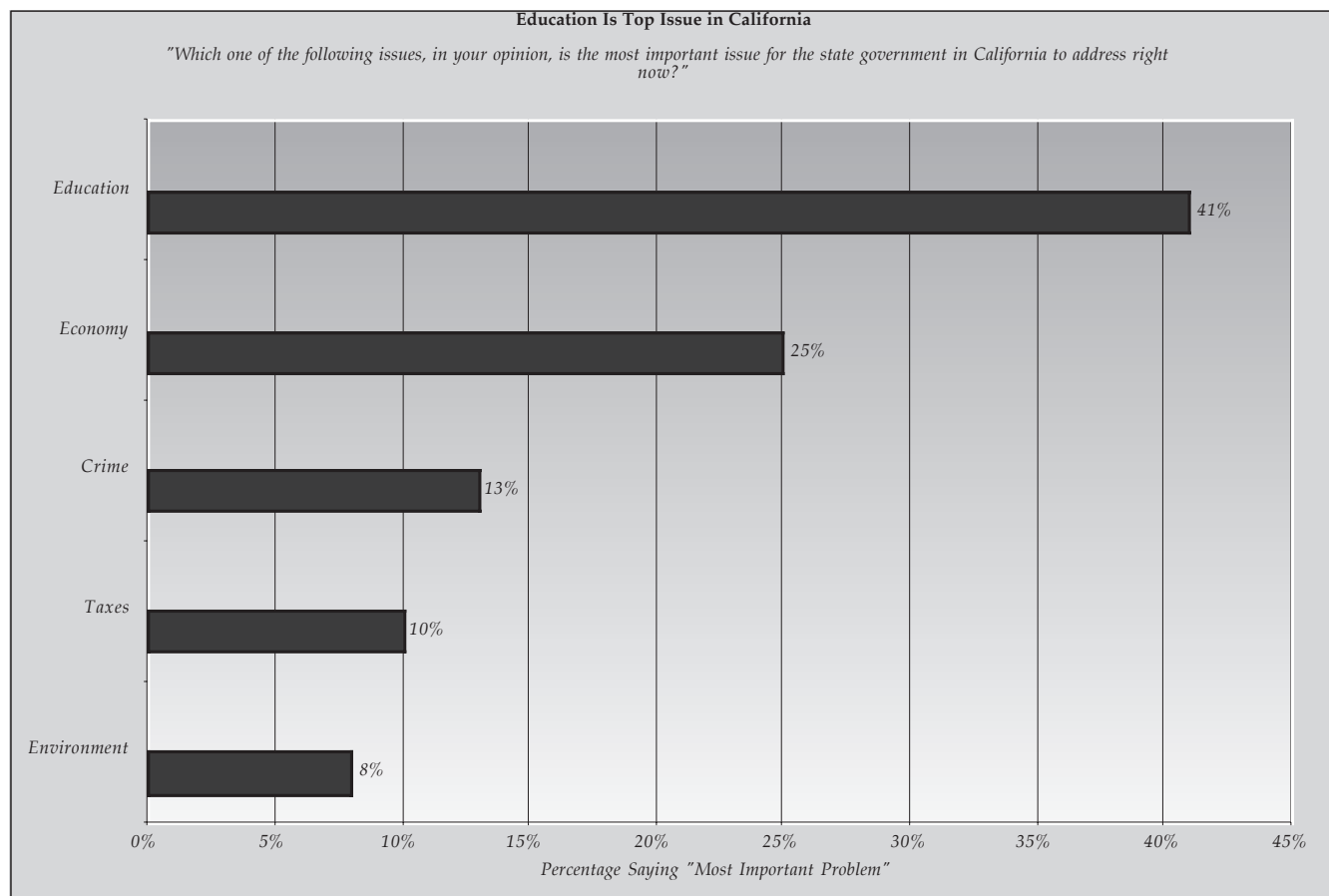
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# Survey Finds Education is Still the Top Priority with Californians

A survey conducted for the Center for the Future of Teaching and Learning demonstrates a continuing commitment to education among the citizens of California. As the movement for improving public schools in California and the nation continues to evolve, the need to focus on teachers and teaching has been moved front and center. The Center for the Future of Teaching and Learning (CFTL) asked Belden Russonello & Stewart to conduct public opinion research to provide an understanding of public awareness and attitudes about schools, teachers, and what the system needs. The research included a statewide survey and was preceded by a series of focus groups.

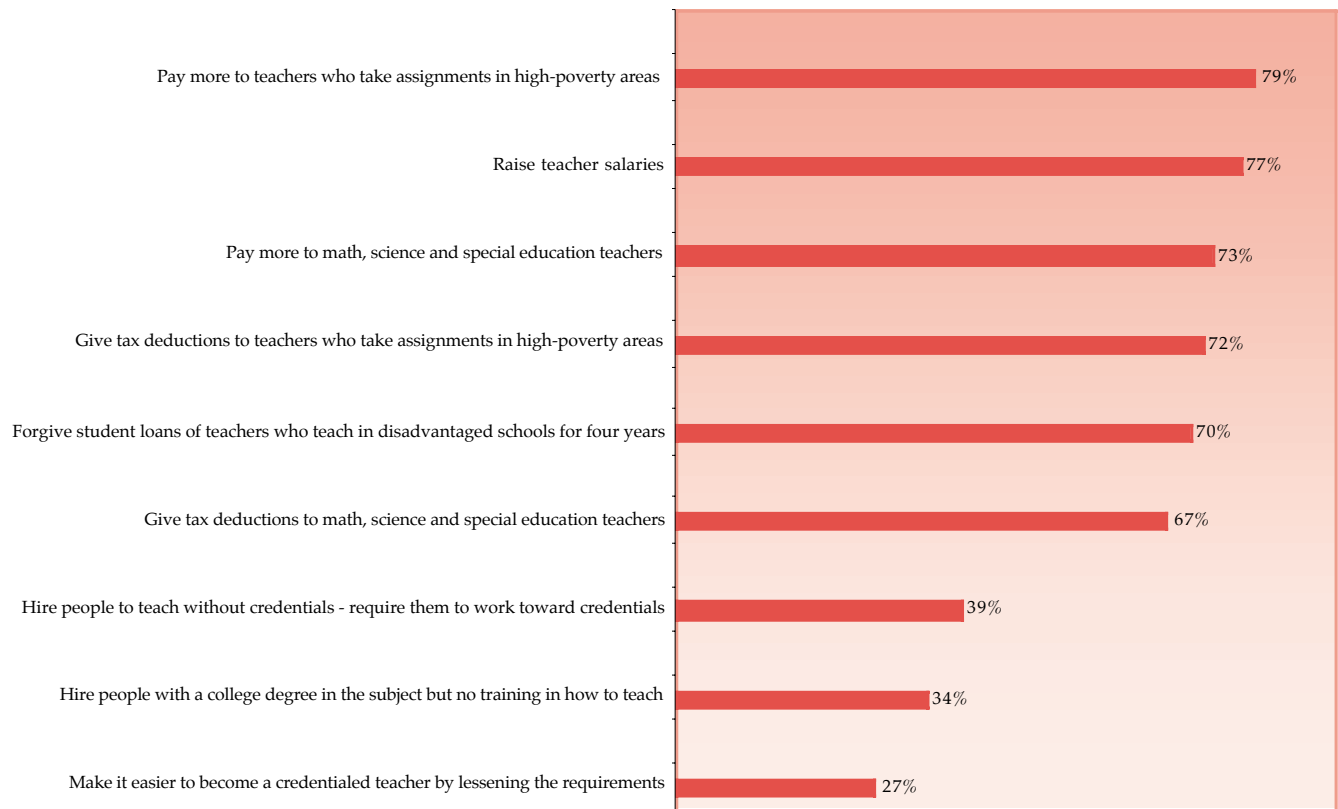
The California-wide survey was conducted among 1,006 adults from October 3 through October 14, 2002 and included an oversample of parents. The public considers quality teaching as beginning with teachers' solid knowledge of their subjects and satisfaction of the requirements for credentials. However, Californians also see such interactive, qualitative factors as student and teacher enthusiasm as important indicators of successful teaching.

Education is Californians' top concern for the state government to address, besting the economy, crime and keeping taxes low.





### Ranking of "Solutions" to Teacher Shortages



Parents and non-parents alike recognize a shortage of qualified teachers – a situation that nearly half characterize as “very” or “extremely” serious. The public supports higher salaries and paying more — or giving tax deductions — to teachers who take on assignments in high poverty areas and hard-to-staff subjects. However, filling the slots with teachers who lack credentials or lessening the requirements to become credentialed attracts very little support. Californians want more teachers, but they only want them if they are well qualified.

Californians across subgroups rate lowering credential requirements, hiring teachers who lack credentials, and allowing teachers to teach subjects without teacher training lowest out of the nine proposals presented in the survey.

It is clear that education and teacher quality remain a number one priority to the citizens of California. To view the complete report go to [www.cftl.org](http://www.cftl.org).

**Education is Californians’ top concern for the state government to address, besting the economy, crime and keeping taxes low.**

Individuals interested in reviewing and responding to the new Program Standards for Preliminary Administrative Services Credentials may go to the Commission's Web site at [www.ctc.ca.gov](http://www.ctc.ca.gov).

### **Professional Level Credential to Emphasize**

#### **Mentoring**

By strengthening the standards for preliminary administrator preparation programs to more fully prepare administrators prior to certification the Commission gains the opportunity to establish a new process for the professional credential that focuses on the individualized needs of new administrators and the requirements of their current work assignment. Input from a variety of stakeholders and information sources has consistently indicated a need to revise these requirements to focus on mentoring, support and assistance for the new administrator and to ensure that professional development activities specifically address their particular needs.

Each candidate will complete an individualized plan for professional development with their employer outlining the employer's mentoring responsibilities and the administrator's plans for professional development. New administrators will have a number of options for meeting the advanced preparation requirement for the Professional Administrative Services Credential, including:

- Completion of a university-based advanced preparation program;
- Completion of an advanced preparation program offered by an alternative provider;
- Passage of a Commission-adopted performance assessment;
- Completion of an AB 75 Principal Training Program; or
- Demonstrated mastery of fieldwork performance standards.

Commission staff is currently developing guidelines regarding mentoring, support and assistance to address such issues as mentor selection and qualifications, frequency of support activities, and appropriate forms and sources of assistance.

By adopting and initiating the administration of the SLLA, approving preparation program standards for field review and approving a revised emphasis within the credential structure, the Commission has taken another step toward meeting the following objectives:

#### **Objective 1:**

Provide greater flexibility to districts in employing individuals for administrative positions at the district level;

#### **Objective 2:**

Recast administrator standards, preparation and induction to focus on instructional leadership, and success for all students;

#### **Objective 3:**

Authorize alternative, accredited, standards-based routes to the credential, including preparation offered by local school districts;

#### **Objective 4:**

Ensure licensure portability for administrators prepared in other states;

#### **Objective 5:**

Restructure the professional clear credential requirements to focus on mentoring, support and assistance;

#### **Objective 6:**

Allow capable, experienced individuals to demonstrate their knowledge, skills and abilities, consistent with credential requirements, through a combination of written and performance-based measures.

### **Mission Statement**

To assure the fully prepared and effective educators all students deserve and our communities require. The Commission will carry out its statutory mandates by:

- Conducting regulatory and certification activities.
- Developing preparation and performance standards in alignment with state adopted academic content standards.
- Proposing policies in credential related areas.
- Conducting research and assessment.
- Monitoring fitness-related conduct and imposing credential discipline.
- Communicating its efforts and activities to the public.

# Commission Honors Chauncey Veatch

## 2002 National Teacher of the Year

Each day that Chauncey Veatch, 2002 National Teacher of the Year, is in his classroom two themes dominate his instructional philosophy – literacy and dreams.

“Literacy leads to success in school, success in a career, and success in life,” stated Mr. Veatch in his address to the Commission. “A literate person will have more options in life and a greater likelihood of becoming a lifetime learner. Most of my students come from families of modest economic means, but their parents have the same dreams for them as parents everywhere. To dream is to be filled with hope. I know this because I see the faces of hope daily.”

For these beliefs and helping his students feel constantly engaged in learning, Mr. Veatch, a social studies teacher at Coachella Valley High School in Thermal, California, was named 2002 National Teacher of the Year by President George W. Bush. Mr. Veatch has spent the last year traveling throughout the world as an ambassador for education and excellence in teaching. He was honored by the Commission at its November 6, 2002 meeting.

A stellar example of a second career teacher, Mr. Veatch earned a bachelor’s degree in history from The University of the Pacific in Stockton, California in 1970 and a doctorate in jurisprudence from the University of Notre Dame in 1975. He served in the U.S. Army Infantry and the Medical Services Corps, retiring in 1995 with the rank of Colonel. A brother who also teaches encouraged Mr. Veatch to join the profession. Mr. Veatch earned his teaching credential by taking evening and weekend classes.

Commission Vice Chair, Lawrence Madkins, Jr., presented Mr. Veatch with a resolution expressing the Commission’s high regard and respect for his accomplishments and commitment to teaching. Vice Chair Madkins stated that the presentation was particularly meaningful to him be-



Commission Executive Director, Sam W. Swofferd; 2000-2002 Chairman, Alan Bersin; Honoree, Chauncey Veatch; and 2000-2003 Vice Chair, Lawrence Madkins, Jr.

cause he too chose teaching as a second career after serving in the Medical Service Corps and retiring with the rank of Colonel. Mr. Madkins noted that Mr. Veatch’s dedication to his students, many of whom are immigrants, enriches their lives just as he finds enrichment from them.

The National Teacher of the Year Program is sponsored by the Council of Chief State School Officers and Scholastic Inc. The program focuses public attention on teaching excellence and is the oldest and most prestigious awards program for teachers.

Dr. Marilyn Whirry, who serves on the Commission as the designee for the Superintendent of Public Instruction, is a former National Teacher of the Year.

*I tell my students that our class is like a wagon train heading out across this great expanse of learning to reach our goal . . . an education. No one will be thrown overboard; no one will be left behind. Together we are all going to get there.”*

— Chauncey Veatch

National Teacher of the Year, 2002

# Commission's Revised Subject Matter Standards for Single Subject Credentials Align with Standards for K-12 Student Achievement

The content that teachers are expected to master in the subjects they teach their students is carefully aligned with what students are expected by the state to learn. The California Commission on Teacher Credentialing, at its January 2003 meeting, adopted revised Single Subject, Subject Matter Standards of Quality and Effectiveness for Programs in English, Mathematics, Science, and Social Science. As part of its extensive standards setting process and field review, the Commission worked with teachers, teacher educators and subject matter experts to ensure that teacher candidates complete rigorous Commission-approved undergraduate majors in the subject they plan to teach or pass an assessment ensuring an equivalent knowledge base. In addition to the subject matter knowledge expected of an undergraduate major, the Commission used California's K-12 Academic Content Standards as one of the content templates in their standards setting procedure.

The substance and relevance of the subject matter program standards and the validity of exam specifications (subject matter requirements) must be reconsidered periodically. This process is directly related to one of the fundamental missions of the Commission; to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have learned the most important knowledge, skills, and abilities needed to succeed in public school teaching positions in California. Best professional practice related to the standards and the legal defensibility of the exam specifications require that the validity of Commission policies be periodically reviewed and rewritten as job requirements and expectations change over time.

In the late 1990s, the California State Board of Education adopted K-12 Student Academic Content Standards in English, mathematics, science, and social science. These

new standards have obvious and direct implications for the subject matter competence requirement of prospective teachers. This was recognized in SB 2042 (Alpert and Mazzoni, 1998), which requires the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content standards adopted by the State Board.

While each of the four sets of standards are specialized according to subject, programs designed to ensure that teacher candidates master the subject content must also meet a set of standards common to all such programs. For example, each subject matter program must incorporate the use of technology and must include instruction in varied teaching strategies appropriate to the subject. Programs must also include field experiences and student assessment techniques. Additionally, programs must offer candidate advisement and support as well as demonstrate how the program is coordinated.

Whenever program standards are revised, the Commission establishes a window of time for institutions to make a transition from current approved programs to the new programs. Typically the transition timeline is two years from the date the Commission adopts the revised standards. During the transition period, Commission staff provides technical assistance in the development of new institutional documents prepared in response to the revised standards. Professional members of each subject matter field will review program documents submitted by the institutions outlining how each program intends to meet the standards and will make recommendations to the Commission regarding program approval.

Candidates currently enrolled in Commission-approved subject matter programs may complete the program in which they are enrolled. Institutions will be given a cut-off date after which all new candidates must enroll in the new program.



...each subject matter program must incorporate the use of technology and must include instruction in varied teaching strategies appropriate to the subject.

<b>Subject Matter Standards</b> <b>English, Mathematics, Science, and Social Science</b>	
Single Subject Area	Title of Standard
<b>English</b>	Standards Common to All Programs Required Subject of Study Extended Studies Literature and Textual Analysis Language, Linguistics and Literacy Composition and Rhetoric Communications: Speech, Media and Creative Performance
<b>Mathematics</b>	Standards Common to All Programs Required Subjects of Study Problem Solving Mathematics as Communication Reasoning Mathematical Connections Delivery of Instruction
<b>Science</b>	Standards Common to All Programs The Vision for Science General Academic Quality Integrated Study of Science Breadth of Study in Science Depth of Study in a Concentration Area: Biological Sciences, Chemistry, Geosciences (Earth and Planetary Sciences), or Physics Laboratory and Field Experiences Safety Procedures
<b>Social Science</b>	Standards Common to All Programs Overall Quality of Program Content Emphasis and Depth of Study Integration of Studies World Perspective National Perspective State Perspective Citizen Perspective Ethical Perspective Teaching and Learning History/ Social Sciences

Detailed information about the subject matter standards is available at the Commission's Web site at [www.ctc.ca.gov](http://www.ctc.ca.gov).



## 2003 Legislative Update

*A brief description of 2003 legislative measures that would affect educator preparation or credentialing if they are enacted.*

### SPONSORED BILLS

1. **SB 696 - Scott** - Introduced 2/21/03 Would eliminate duplication by state of statutorily mandated local due process in cases of mental disability.  
**CTC Position:** Sponsor  
**Status:** Senate Education Committee
2. **SB 84 - Scott** - Introduced 1/23/03 Cleanup bill for any statutory changes that may be necessary to reconcile state credentialing law with the requirements of the federal No Child Left Behind Act.  
**CTC Position:** Sponsor  
**Status:** Senate Education Committee

## Contacting the Commission

### Electronic Mail

Certification Questions  
Waiver Questions

[credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)

[waivers@ctc.ca.gov](mailto:waivers@ctc.ca.gov)

### Web Site

<http://www.ctc.ca.gov>

### Information Services

Toll-free Number  
Within 916 Area Code

888-921-2682

916-445-7254



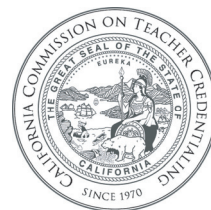
### California Commission on Teacher Credentialing

1900 Capitol Avenue  
Sacramento, CA 95814-4213

## California Commission on Teacher Credentialing Meeting Schedule 2003

March 6, 2002	Sacramento, Commission Office
April 2-3, 2003	Sacramento, Commission Office
May 7-8, 2003	Sacramento, Commission Office
June 5, 2003	Sacramento, Commission Office
July – No Meeting	
August 13-14, 2003	Sacramento, Commission Office
September – No Meeting	
October 1-2, 2003	Sacramento, Commission Office
November 5-6, 2003	Sacramento, Commission Office
December 3-4, 2003	Sacramento, Commission Office

# California Commission on Teacher Credentialing 2003 Year-at-a-Glance



## March 2003

- 5 Commission Meeting
- 7 Single Subject Matter Technical Assistance Meeting (San Diego)
- 18-19 TPA Coordinators' Workshop (Sacramento)
- 18-19 Pre-intern Directors Meeting (Sacramento)
- 19-21 Committee of Credentials (Sacramento)
- 26 Single Subject Matter Technical Assistance Meeting (Azusa)

## April 2003

- 1 Spring Workshop (CCTC)
- 2-3 Commission Meeting
- 2 Spring Workshop (Sacramento - A.M. Video Conference w/ Contra Costa, San Joaquin, & Riverside; P.M. Video Conference w/ Marin, San Luis Obispo, and Clovis USD)
- 3 Spring Workshop (Sacramento – Video Conference w/ Kern, Santa Barbara, & Santa Clara)
- 7 Spring Workshop (Los Angeles)
- 8 Spring Workshop (San Diego Video Conference w/ Alameda, Orange, Mendocino, & Tuolumne)
- 9-10 TPA Technical Assistance Workshop (Round III) (Sacramento)
- 11 Single Subject Matter Technical Assistance Meeting (San Diego)
- 16-17 TPA Technical Assistance Workshop (Round III) (Sacramento)
- 16-18 Committee of Credentials (Sacramento)
- 29-29 SB 2042 Document Review Panel (Sacramento)
- 28-5/2 TPA Benchmarkers Training (Concord)

## May 2003

- 7-8 Commission Meeting
- 19-21 Statewide BTSA Directors' Meeting (Sacramento)
- 21-23 Committee of Credentials (Sacramento)
- 22-23 Committee on Accreditation (Sacramento)

## June 2003

- 3-6 TPA Lead Assessor Training (Concord / North, Costa Mesa / South)
- 5 Commission Meeting
- 9-13 TPA Lead Assessor Training (Concord / North, Costa Mesa / South)
- 18-20 Committee of Credentials (Sacramento)
- 19-20 Committee on Accreditation (Sacramento)

## July 2003

- 16-18 Committee of Credentials (Sacramento) **No Commission Meeting**

## August 2003

- 13-14 Commission Meeting
- 29-29 Committee of Credentials (Sacramento)

## September 2003

- 17-19 Committee of Credentials (Sacramento) **No Commission Meeting**

## October 2003

- 1-2 Commission Meeting
- 22-24 Committee of Credentials (Sacramento)

## November 2003

- 5-6 Commission Meeting
- 19-21 Committee of Credentials (Sacramento)

## December 2003

- 3-4 Commission Meeting
- 17-19 Committee of Credentials (Sacramento)

# The California Commission On Teacher Credentialing

**Beckner, Kristen**  
Teacher, 2004

**Bersin, Alan**  
Administrator, 2003

**Boquiren, Chellyn**  
Teacher, 2003

**Fortune, Margaret**  
Public Representative, 2003

**Hauk, Beth**  
Teacher, 2004

**Johnson, Elaine C.**  
Public Representative, 2005

**Katzman, Carol**  
Public Representative, 2004

**Lilly, Martin S.**  
Faculty Member, 2005

**Madkins, Lawrence**  
Teacher, 2005

**Vaca, Alberto**  
Teacher, 2004

**Whirry, Marilyn**  
Designee, Office of Superintendent of  
Public Instruction, Ongoing

**Vacant**  
Non Administrative Services  
Credential

**Vacant**  
Teacher

**Vacant**  
Public Representative

**Vacant**  
School Board Member

## Ex Officio Members Representing Higher Education

**Bartell, Carol**  
Association of Independent  
California Colleges and Universities

**Waite, Athena**  
Regents, University of California

**Wilson, Bill**  
California State University

**Lundquist, Sara**  
California Postsecondary  
Education Commission



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*The California Commission on Teacher Credentialing Newsletter is an official publication of the California Commission on Teacher Credentialing. Persons seeking further information about the items discussed in this newsletter or concerning other activities of the Commission should send their inquiries to the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814-4213. Telephone inquiries regarding this newsletter may be made to Marilyn Errett at (916) 322-0737.*

*All inquiries to the Division of Professional Practices should be mailed to 1900 Capitol Avenue, Sacramento, CA 95814-4213, or you may contact that division directly at (916) 445-0243.*